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ABSTRACT

A seminar on migrant out-of-school youth was organized based on a survey of migrant education practitioners. Seminar participants heard speakers discuss questions raised by the survey, then met in strategy groups to develop recommendations. This report summarizes questions and recommendations in the four major areas discussed: (1) identification and recruitment of out-of-school youth (best recruiting models for dropouts and youth here to work, roles and responsibilities of various agencies, language differences, recruiter safety and wages, locating hard-to-find youth, working with uncooperative employers, building trust, and working with school districts); (2) providing English instruction, basic skills instruction, health services, advocacy, and instruction in consumer skills (sustaining youth engagement with services, training and retaining staff, building partnerships with employers, determining the skill levels and needs of youth, reconnecting dropouts with the school system, dealing with distance and time constraints, and overcoming problems with local education agencies); (3) collaborating at the state and local levels; and (4) policy issues related to states' active recruitment of out-of-school youth, priority of service for out-of-school youth versus more traditional migrant students, whether out-of-school youth should be included in the high school graduation goal for migrant students, and expenditure of funds. Appendices describe successful programs for out-of-school migrant youth in six states and list seminar participants and members of the Interstate Migrant Education Council. (SV)

Out-of-School Youth

Proceedings Report

Seminar on Migrant Out-of-School Youth

Portland Marriott Hotel

Portland, Oregon

June 6-8, 2002

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Report Prepared by
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Proceedings Report
Seminar on Migrant Out-of-School Youth
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Washington, DC

The Interstate Migrant Education Council (IMEC) is an independent organization whose members are appointed by their state's chief school officer. IMEC volunteers are prominent individuals who contribute time and expertise to enhance educational opportunities for migrant students who are without a natural advocacy group. The members examine policy issues concerning coordination between public and private agencies at all levels of government. IMEC members include a state chief school officer, state legislators, state board of education members, state education agency personnel, local and school district representatives, state directors of migrant education, a parent, and an employer of migrant families.

IMEC's mission is:

*to advocate policies that ensure the
highest quality education and other needed
services for the nation's migrant children.*

The text of this report was prepared by Patricia A. Ward, education consultant.

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Proceedings Report: IMEC Seminar on Out-of-School Youth

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Introduction

Background of Seminar

The out-of-school youth project of the Interstate Migrant Education Council (IMEC) is the third of four IMEC initiatives designed to develop recommendations to improve the academic achievement of migrant students. In the previous projects, family literacy for migrant families (2000) and technology for migrant students (2001), leading experts in those fields were asked to inform the IMEC membership about the field and to relate concepts and practices to migrant students. Reports and recommendations generated at the seminars were published.

With regard to the current project, it was recognized by the planning committee that the leading experts on migrant out-of-school youth are migrant educators. Therefore, migrant educators with relevant experience were asked to share their expertise with seminar participants.

To supplement the relatively limited data available on migrant out-of-school youth, and to establish a baseline of information for the seminar, IMEC conducted a survey of its member states. Four major areas, identification and recruitment, services, collaboration and policy issues, were raised by the survey. *The Summary of Findings: Survey of Migrant Out-of-School Youth* was published by IMEC in December 2001 and is available through the IMEC office.

Structure of the Seminar

The issues identified by the survey formed the basis for the seminar's agenda and established the seminar's structure. Migrant education practitioners with experience in each of the identified areas shared their knowledge with seminar participants. Then, working in strategy groups, the seminar participants considered the views of the speakers and used their own experiences to develop recommendations for each topic.

The sequence of the out-of-school project, then, was as follows:

- A survey about migrant out-of-school youth was conducted in the fall of 2001 and published in December of 2001.
- Migrant educators with extensive experience in the areas of identification and recruitment, services to out-of-school youth, and collaboration, shared their expertise with seminar participants.
- Seminar participants, working in strategy groups, gave thoughtful consideration to the views of the speakers and drew on their own experiences to develop recommendations in each of the areas.
- Participants synthesized information and views expressed throughout the seminar to make policy recommendations in the following four areas: recruitment, priority of service, high school graduation goal, and expenditure of funds.
- The recommendations were reviewed by IMEC's Out-of-School Youth Committee and approved by the full IMEC membership.

Seminar Focus: Out-of-School Youth – Not Prevention Services

While it is recognized that the best way to increase high school graduation rates is through dropout prevention strategies that begin long before the high school level, probably at the preschool or prenatal level, this seminar focused solely on issues associated with out-of-school youth. Dropout prevention strategies are a part of the United States Office of Migrant Education's initiative to increase high school completion rates and are likely to be part of IMEC's future activities.

Definition of Out-of-School Youth

For the purposes of the seminar, migrant out-of-school youth were categorized as either dropouts or here-to-work youth as defined below.

- **Dropouts** are youth who attended school in the United States but left before graduation. Typically, they were born in the United States or immigrated to this country with their families, usually from Mexico or Central America, attended various school systems over the course of several years, and qualify for migrant education services based on their parents' migration.
- **Here-to-work youth** are adolescents and young adults who have recently immigrated to the United States and are in this country primarily to work. They have not attended school in the United States and generally have limited education, from 3 to 6 years, in their home country. Most are not traveling with parents, but may be traveling with peer relatives or friends.

How to Use This Report

The report is divided into four sections. Three sections contain detailed recommendations related to issues raised by the survey: identification and recruitment, services, and collaboration. The final section contains policy issue recommendations. Each section is organized in a similar manner.

- Questions and issues on the topic raised by the survey are stated.
- Sub-questions related to the topic raised by the survey are listed before the responses to the questions.
- Recommendations presented by the panelists and developed by seminar participants in strategy groups are stated.

Information and recommendations in the report can be used by state and local migrant education programs to improve services to out-of-school youth. Sections of the report can be used as the basis of an in-depth workshop on the topic of the section.

Out-of-School Youth Committee

Interstate Migrant Education Council (IMEC)

Dr. Nancy Croce (NY)

Ms. Kathy Freudenberg (NJ)

Mr. Emilio Hernandez (OR)

Dr. Ernesto Ruiz (CA)

Welcome



Stan Bunn
Superintendent
of Public Instruction
Oregon
Department of Education

In Relentless Pursuit of Each Student's Success

Superintendent Bunn welcomed the participants of IMEC's Seminar on Migrant Out-of-School Youth to Oregon and stated that he viewed the education of migrant youth as a critically important education issue. He said that Oregon's 28,000 migrant students give the state the fifth largest migrant program in the country, and that Oregon is committed to providing each of those students with the best possible education. Over the last five years, with a significantly increasing Hispanic population, Oregon has decreased its dropout rate. That decrease,

Mr. Bunn explained, is the result of the combined efforts of the community, the schools, the Department of Education, and through partnerships with the federal government. One partnership with the federal government, for example, has enabled Oregon to create a technology information system that allows health and academic records to move quickly with migrant students. Another essential support to the successful achievement of migrant students is Oregon's 24-hour health program.

Mr. Bunn shared Oregon's education mission statement, *to be in relentless pursuit of each student's success*, and described it as embodying Oregon's "incredibly intense individualized approach" to working with students. The mission statement, he said, describes the need for educators to move from the industrial model of education with its focus on a classroom to a focus on each student. The Oregon school reform effort promotes the acceptance of each student, with his or her background, the richness of his or her culture, wherever that student has been, and honors that. Recognizing that the highest level of learning comes in areas of interest to the student, student's interests are respected. In partnership with parents, students and the teaching team, a student profile is developed that moves with the student through his or her K-12 experience, and on to community college, higher education, and work experience. In keeping with its mission statement, the state has developed an assessment system with diversity around bilingual and multilingual testing.

Mr. Bunn challenged seminar participants to "continue their passion" for recognizing the tremendous potential of each migrant student. He said, "You can achieve great results for each of those students."

A fifth generation Oregonian, Stan Bunn received an economics degree and a law degree from Willamette University College of Law. His career includes a private law practice, six terms in the Oregon House, one term in the Oregon Senate, and a four year term as State Superintendent of Public Instruction.

His long career in public service has brought many honors and awards:

•Oregon Education Association Education Citizen of the Year 2000

•Oregon Head Start Association recognition for support of Oregon's Pre-Kindergarten Program—1995

•National recipient of Vocational Teachers Association Award of Merit—1993

•Howard Cherry Award for Outstanding Contribution to Oregon Community Colleges—1993

•Oregon Library Association recognition as Legislator of the Year—1992

Office of Migrant Education



Francisco Garcia
Office of Migrant Education
U.S. Department of Education

Migrant Education Must Show Success in an Era of Accountability

"Out-of-school youth is an area that is much talked about, but about which, in some cases, very little is known," said Francisco Garcia. "In other cases, there isn't enough done about what is known." Mr. Garcia stated that Migrant Education has done a wonderful job with K-6 grade students, and has served preschool children well. But, he pointed out, the dropout rates among migrant students is still between 45-50%.

To address low graduation rates among migrant students, Mr. Garcia said that the U. S. Department of Education has begun a national initiative that focuses on innovative projects that support the achievement of high school diplomas. The goal of the initiative is to assist large numbers of migrant secondary students who are at risk of dropping out, to remain in school, to achieve challenging academic standards, and to graduate.

While the Department is concentrating its efforts on dropout prevention, Mr. Garcia asserted, that if states have the resources, they may support services to help dropouts and here-to-work youth earn a general educational developmental certificate (GED). Out-of-school youth is a population, Garcia clarified, that the Department hopes states will connect with the Migrant Education High School Equivalency Program (HEP).

Mr. Garcia stressed that migrant education programs must prioritize services to those students whose education is interrupted and who are at high risk for dropping out, decide how to best leverage their resources, and collaborate with other programs to provide educational services to migrant youth. He suggested several avenues that states may take.

- Coordinate with the Department of Labor's youth program. Under the Youth Employment Program, authorized under Title I of the Workforce Investment Act, 30% of their funds must be expended to link young people with training and employment.
- Use HEP as an option for out-of-school migrant youth to earn a GED.
- Coordinate with intrastate and interstate services, such as is authorized under section 1308 of *No Child Left Behind*.
- Work with employers in a consortium effort.
- Make every effort to identify out-of-school youth and reconnect them to the school; and work with school districts to convince them that there are dropouts and other out-of-school youth for whose education they have a responsibility.

In this era of accountability, Mr. Garcia stressed, Migrant Education must show Congress that it is successful in helping migrant students complete their high school education. "I know Migrant Education works," said Mr. Garcia, "but we have to do a better job of documenting our results."

Identification and Recruitment of Out-of-School Youth

Insights from the Survey of Migrant Out-of-School Youth

Respondents to the survey identified community-based and field-based recruitment in response to school and agency referrals as the most effective methods to recruit drop-outs. Field or camp-based recruitment and approaches that combine delivery of services with recruitment were identified as the most effective recruitment methods for here-to-work youth. Reliance on school-based recruiters was reported by respondents as the least effective recruitment method for both out-of-school populations.

Session Format

- Panelists responded to questions raised in the survey with insights and recommendations based on their experience in the area of identification and recruitment of migrant youth.
- Seminar participants then worked in strategy groups to reflect on and expand on the comments of the panelists.
- The recommendations of the strategy groups were reported to the whole group.

Questions Addressed by the Panel and the Strategy Groups

1. What type of recruiting model is best suited for out-of-school youth?
2. Given the variety of issues related to recruiting migrant youth, how are recruiters obtained?
3. How are out-of-school youth located given their unique circumstances?
4. How can employers, both receptive and unreceptive, be persuaded to help recruiters recruit out-of-school youth?
5. How are the problems of building trust with out-of-school youth overcome?
6. What incentives or "carrots" can be offered to out-of-school youth?
7. How can recruiters work with LEAs to recruit youth who are not in school?

The Panelists

Moderator, Kathy Freudenberg, Director of Special Projects, Gloucester County Special Services School District, Sewell, New Jersey

Jay Drake, Coordinator, State Migrant Census and Recruitment Project, Albany, New York

Andrea Hutchison, Recruiter/Home School Liaison, Gloucester County Special Services School District, Sewell, New Jersey

Question 1

What type of recruiting model is best suited for out-of-school youth?

- Are there differences in recruiting dropouts and here-to-work youth?
- Are there differences in recruiting males and females in these two groups?



Andrea Hutchison
Recruiter and
Home/School Liaison
Gloucester County
Special Services School District
Sewell, NJ

"Hire female recruiters to recruit young women. Sometimes a woman will open up to another woman."

Recommendations

- Implement the best identification and recruitment model for your state or locality based on geographic, crop, and growing season factors. There are at least four models to choose from: state, regional and local models, and a mix of these. Each model has its strengths and its challenges.
- Review the profile of recruitment models prepared by the state of Pennsylvania in the mid-1980's.
- Select the appropriate recruitment strategies for recruiting here-to-work and dropout populations. Because dropouts usually travel between states or within a state, can be tracked once they leave an area, and do not have documentation issues, they are easier to find and recruit.
- Use culturally sensitive strategies when recruiting young women. Whereas a young man can usually speak for himself, it may be necessary to talk to the father, husband or boyfriend before recruiting a young woman, especially in Hispanic groups.
- Ask youth if there are older siblings or relatives living or traveling with them or nearby as this will often lead to additional recruitments.
- Complete survey cards to establish education levels, interest in various services and availability for those services at the time of recruitment. This will help establish parameters for services.
- Use radio spots and TV public service announcements on stations of interest to young people to reach dropouts.
- Work through unemployment offices, and other funding sources to recruit dropout youth. Often there are other funding sources that can be used to identify and serve the dropout population.

Roles and Responsibilities

Office of Migrant Education

- Post successful identification and recruitment models on the Office of Migrant Education web site for easy access by states and localities.
- Promote the identification and recruitment of out-of-school youth and seek accountability from states that the funds that are generated by out-of-school youth are spent accordingly.

States and Local Projects

- Develop a plan to serve out-of-school youth. Track their progress to show that dollars generated by out-of-school youth are spent on services for those students and that the services result in progress for the students.

Interstate Migrant Education Council

- Collect and refine existing identification and recruitment models placing emphasis on their effectiveness for recruiting out-of-school youth.
- Keep the recruitment of and service to out-of-school youth a high profile issue, and work to influence policy regarding this issue.

Question 2

How can recruiters be obtained when:

- There are language differences between recruiters and youth;
- Safety is a problem issue especially for female recruiters;
- Traditional recruiters lack skills to work with out-of-school youth;
- Pay is low; and
- Positions are often part time?

Recommendations

Language Differences

- Employ recruiters from within the cultural and language group of the population being recruited, individuals who are established in that community, as they are likely to develop trust and respect within the community faster.
- Monitor the recruitment process and bring in extra help when it is needed. This may be especially important when there are two language groups in the area and the recruiter speaks only one of the languages as he or she may recruit one population more thoroughly than the other.
- Improve the language skills of recruiters or change recruiters in areas where, over the years, the migrant population has shifted.
- Hire bilingual recruiters; and for small pockets of language groups, hire young adults from that group in part time recruiter positions or as translators.
- Cultivate migrant students and, when they graduate from high school, hire them as recruiters even if only for the summer. This strategy enables the program to hire recruiters with appropriate language skills from within the migrant community.



Kathy Freudenberg
Director of Special Projects
Gloucester County
Special Services School District
Sewell, NJ

"Recruitment is a peculiar thing. Just when you think you've heard it all and there's nothing new, some gray area pops up. It's a continuing challenge, with changing demographics, changing political climates, all sorts of issues that arise."

In the context of the seminar, traditional recruiter means a recruiter who is accustomed to recruiting school-age children by dealing with families, whatever the model might be, as opposed to dealing directly with young migrants who have dropped out or are on the road moving to work.

Safety

- Stress safety issues in recruiter pre-service training sessions and provide recruiters with safety equipment such as cell phones and sound devices.
- Make recruiters identifiable to the population through strategies such as brightly colored shirts with the migrant logo printed on them and picture IDs.
- Learn the nuances of the recruitment area. For example, if workers typically drink on payday, that is not a safe time for recruiters to be in the area.
- Use alternative recruitment strategies in very dangerous areas or at certain times, e.g. after 6:00 p.m., such as a team or pair of recruiters with at least one male recruiter.
- Look for returning workers on labor camps. When they know the recruiter, they will introduce him or her to new workers, and watch out for his or her safety.

Traditional Recruitment

- Stress flexibility. Nights, weekends and rainy days are the best times to recruit.
- Provide pre-service training that includes information about who to talk to and when and how to talk. Pair new recruiters with experienced recruiters so they can learn from shadowing how to be flexible, and how to approach and respond to migrant youth in a variety of situations.
- Give existing recruiters strategies for recruiting out-of-school youth. Many good recruiters may not have experience with out-of-school youth. Knowing strategies that work can help them focus on this population.
- Employ out-of-school youth in recruiter positions as they often know where to find other out-of-school youth.
- Provide comprehensive recruitment training to teachers, secretaries, out-of-school youth, community members, etc., so that everyone is knowledgeable about the recruitment process and becomes a recruiter. In the training, discuss ideal skills and the realities of the job.

Low Pay

- Partner with universities as college students may be willing to accept part-time work at a lower pay rate, and universities may qualify it as a work-study position.
- Include the pay rate in recruitment advertisements so that people who apply for the position know the pay rate and are ready to accept the offer.
- Offer incentives to recruiters such as attending the ID&R conference held annually. This is an incentive for recruiters and an important way for them to develop their skills.

- Pay recruiters in accordance with the significance and complexity of their responsibilities and in proportion to their contribution to the overall success of the program. Low pay results in high turnover and that costs a program its credibility within the state, with school districts, and with employers. Down time while training new recruiters, confidence in the accuracy of certificates of eligibility, and the trust of the population being recruited are additional program losses that result from high turnover of recruiters. Skilled recruiters save a program money by knowing the area, the people, how to talk to them and who to contact. Skilled recruiters identify more students resulting in more students receiving services.



Strategy Work Group

Seminar attendees met in small work groups to address issues related to the recruitment of out-of-school youth and to delineate roles that the Office of Migrant Education, states, and the Interstate Migrant Education Council can play to assure that youth are identified.

Part-Time Positions

- Maintain both part-time and full-time recruiters to allow flexibility within the program, and to give the program the ability to modify the recruitment effort as may be warranted by changes in the population in an area.
- Employ part-time recruiters on at least a 50% basis so they have some benefits. As they discover new pockets of populations work them into full-time positions.
- Match recruiters who only want part-time work with areas where a limited amount of time will be beneficial.
- Consider employing college students who are interested in bilingual education.

"Develop a skills bank of ideal recruiter skills. Recruiting is a specialized job. It doesn't require a BA or a Masters degree. It requires a certain level of sensitivity, people skills and other skills that aren't always easy to find."

Beatriz Ceja
Reporter for Strategy Group

Roles and Responsibilities

Office of Migrant Education and

Interstate Migrant Education Council

- Develop a skills bank of ideal skills for recruiters.

States

- Develop a career path within the migrant program with the recruiter position a step in a tier that leads to other professional or administrative positions.

Question 3

How are out-of-school youth located when they:

- Work in isolated areas;
- Are in the service area for a short period of time;
- Have unusual work schedules;
- Are in areas where safety for recruiters is a problem; and
- Do not have school records or contact with public entities?

Recommendations

- Hire recruiters who are from the local region and know basic information about the area.



Jay Drake
Coordinator
Census and Recruitment
New York State
Migrant Education Program

"Don't assume that six months from now your recruitment area will be like it was in the last six months. The agricultural industry has changed.

Here's an example. There is a place in New York where Migrant Education never had a program because there is nothing in the area but a lot of trees. There is, however, a power plant, and a grower built a 16-acre hydroponics greenhouse where they grow 300 tomatoes on each plant. They hire 50, 60, 70 seasonal employees. The turnover rate is up to 600% a year.

We fell asleep at the wheel. We didn't continually look around to see what was happening and it was eight months before we found the population."

- Recruit in teams so that one recruiter can look for signs that help locate out-of-school youth.
- Recruit out-of-school youth as they are being registered on large farms.
- Establish relationships with labor contractors, food processors and crew chiefs. They may share their computer database or verbally say where workers are located, and may set up interviews with their employees at the job site. You may influence their hiring practices to be more open and fair to out-of-school youth.
- Reinvestigate areas for the development of new agricultural industries that may employ out-of-school migrant youth in their activities.
- Investigate places where young people congregate such as music stores and near telephone booths, and post notices in those areas.
- Coordinate with agency workers, teachers, counselors and others who are involved with out-of-school youth.
- Use the 1-800 number. Out-of-school youth who travel back to the same area every year often use the number to contact the local program.
- Recruit in areas where services are located, such as stores, flea markets, Laundromats, churches, and food banks.
- Make repeated visits to areas where out-of-school youth reside.
- Employ teams of people that may include out-of-school youth, college students and seasoned recruiters to recruit in 12 to 15 hour shifts.
- Use information about migration patterns, the area, and the crops, especially the short crops, to locate out-of-school youth in a timely fashion.
- Let potential recruiters know that, as a condition of employment, they will be expected to work odd schedules, evenings and weekends, and that their shift will change as the season develops.
- Hire people who have characteristics that make good recruiters, e.g. flexible, risk-takers, independent, believers in the program.

Roles and Responsibilities

Office of Migrant Education

- Make recruitment and service to out-of-school youth a priority, put it into policy, write regulations, and coordinate with school districts and policy makers around this issue.
- Make a recruiter training tape to share with states.

States

- Develop a recruitment form that includes other agencies, not just migrant, perhaps a collaborative effort with , HEP, CAMP and other agencies involved with out-of-school youth.

Question 4

How can recruiters work with employers who may be unreceptive to recruiters because they:

- **Have undocumented workers;**
- **Do not want workers' skills upgraded;**
- **Do not want workers taken from their work for interviews?**

Recommendations

- Develop symbiotic relationships with employers. Many employers feel the workers receive enough benefits. They want to know how the program will benefit them. Show employers how components of the program have a positive effect on their business. For example, school age programs that take children off the farm during the day relieve employers of the worry about children. The provision of ESL and health services influences employee satisfaction which may reduce turnover.
- Assure the employer that you are not on his/her farm to instigate problems between him and his workers, and that you are not the INS and do not have any relationship to the INS.
- Establish relationships with labor contractors who place out-of-school youth on farms. They can let you know who is going to be at what farm, their birth dates, etc.
- Develop fliers to give to employers explaining who the recruiters are, what activities they will conduct on the farm, and what benefits the program can provide like translations and ESL that help their employees and, in turn, help them.
- Consider the employers' perspective. It is their industry and livelihood. Work with them to recruit workers at a time that is convenient to both the employer and the workers, a time when workers are not expected to work.
- Know the protocols of the industries and respect the employers' property.
- Coordinate with Migrant Head Start centers. There may be young parents of Head Start children who qualify for migrant education services because they are under 21 and are moving.
- Interact with growers' associations. Become a member of those groups so you get to know growers and they refer you to other growers.

"The dairy industry that we work with was always kind of standoffish. Then we established a relationship with the labor contractor who places a lot of out-of-school youth on dairy farms. He lets us know who will be placed on each farm. Sometimes, before the workers arrive, we know who the youth are."

Jay Drake

- Work through universities and Cooperative Extensions to gain access to employers.
- Coordinate with the human resources departments of industries. Ask them to attach a survey to the paper work of new employees requesting basic information such as mobility history. Then send a recruiter to follow-up.
- Make the program visible to growers through positive articles in local newspapers. In rural communities make presentations about migrant workers and the migrant education program to the school board or other organizations to which employers belong.
- Maintain staff stability to establish program credibility. As growers become acquainted with recruiters, they give them access to their workers, develop confidence in the program and trust recruiters.

Question 5

How can problems in building trust with out-of-school youth be overcome, considering factors such as:

- Racial, language and ethnic differences between recruiters and youth;
- Negative education/school experiences of youth;
- Immediate financial needs of the youth that are more important than education;
- The undocumented status of some youth; and
- The youths' fear of strangers?

Recommendations

"Building trust, being patient and persistent are factors that help recruit young adults for education programs."

Kathy Freudenberg

"Any recruiter can develop trust and respect with any community. However, a recruiter from the same background can accomplish that quicker."

Seminar participant

- Build trust by maintaining stability with the recruiters so that out-of-school youth recognize them and develop confidence through them for the program. Based on that trust, youth will often refer new arrivals to the recruiter.
- Be persistent. Several return visits may be needed before a youth will admit that he or she is under 22 and did not finish high school. Returning to the same camps or apartments is part of the process of recruiting out-of-school youth as youth often hold back until they feel safe and see that the program is beneficial for them.
- Expound the benefits of education and a high school diploma. For many out-of-school youth a high school diploma is not an expectation of their families, their school experiences has been negative, they do not know that it is possible to obtain a high school diploma, and they do not understand why it is important.
- Follow through on promises and do not make promises that can not be fulfilled.

- Be accepting and understanding, not condescending, when providing services to out-of-school youth.
- Appeal to parents' sense of duty to their children and remind them that it is against the law to keep school age children out of school.
- Provide diversity training to develop sensitivity to the similarities and differences between cultures. When dealing with cultural differences between staff and the migrant population, ask someone from the same culture as the migrant population to talk to the staff to develop an understanding of the culture.
- Provide out-of-school youth with employment options that will permit them to take part in education services.

Roles and Responsibilities

Office of Migrant Education

- Write a letter of support to encourage states to serve out-of-school youth as a priority group.
- Provide training at the state directors' meeting dealing with out-of-school youth.

Office of Migrant Education and

Interstate Migrant Education Council

- Provide resources and networking opportunities at local and regional levels on agency web pages. The national level is too cumbersome.

Question 6

What incentives or "carrots" can be offered to out-of-school youth?

Recommendations

- Give Educational Bags, "Goodie Bags," to out-of-school youth when they are recruited. Educational bags are effective recruitment tools, and an important service to out-of-school youth.
- Establish non-profit funds to help individual youth and migrant families who are in distress.
- Sponsor farmworker festivals. Invite community agencies and businesses to set up information booths, and health providers to offer health screenings. Recruit out-of-school youth at the festival.
- Offer educational programs such as farm safety instruction, bilingual education, HEP and ESL classes at times and in places that are convenient to out-of-school youth. These are real incentives for out-of-school youth.
- Provide accident insurance and underwrite the cost of health clinic visits.

What are Educational Bags "Goodie Bags"?

Educational Bags, sometimes referred to as "Goodie Bags", are canvas gym bags filled with educational tools such as Spanish/English dictionaries, tapes and workbooks, recreational equipment like soccer balls, and personal items such as shampoo, toothpaste, shaving cream, soap, etc. The bags are an effective incentive when recruiting out-of-school youth. They establish a sense of trust toward the program, and they are essential for the well being of youth who may be traveling with no resources.

**What is
the 800 Hotline Number?**

A nationwide 800 number has been established to improve access to migrant education programs and other services for farmworkers. Calls that originate in a state are routed to a migrant education office in that state. That office assists the farmworker in making a connection with migrant education programs or other services in that state. The toll-free number is the same nationwide.

1-800-234-8848

- Distribute the 800 hotline number to enable out-of-school youth to obtain services wherever they travel in the United States.
- Provide work-study incentives.
- Work with school districts on strategies to prevent students from dropping out, and for those youth who have dropped out, on strategies to reconnect them with the schools.

Roles and Responsibilities

Office of Migrant Education

- Develop policy that supports services to out-of-school youth.

States

- Work on state-level legislation to allow post-secondary tuition, room and board for undocumented or out-of-state residents in HEP and CAMP programs and in community and four year college systems. That would be a huge incentive for out-of-school youth.

Interstate Migrant Education Council

- Synthesize data from the survey and from this seminar into a report.
- Prepare key issues from the report for a press release to be shared with many audiences as well as chief state school officers.

Question 7

How can recruiters work with LEAs to recruit out-of-school youth when:

- School-based recruitment is not very effective; and
- School administrators are not interested in youth who are not in school?

Recommendations

- Tap community GED and ESL classes and community colleges to serve out-of-school youth who are over the age of 16. School districts do not have a vested interest in out-of-school youth, especially here-to-work youth.
- Help school districts develop strategies to receive migrant students and find resources to educate them, especially ESL and bilingual classes.
- Give school districts, especially high schools, part of the formula money to serve out-of-school youth. Help them investigate other federal resources and explore nontraditional strategies to meet the education needs of this population.

- Provide successful models that school districts can replicate.
- Offer staff development to school districts regarding (1) terminology used by migrant education programs, e.g. limited English proficient (LEP), English language learner (ELL), English as a Second Language (ESL), out-of-school youth, and (2) services that may be provided by the migrant education program.
- Explore ways that parents of migrant children can contribute to the school setting and can influence administrators to take a more favorable view of migrant youth.
- Assess high stakes testing and accountability and the effect that these have on dropout rates for all students, not just migrant youth.
- Give counselors a greater role in the education of students at risk of dropping out and in reconnecting those youth who have dropped out of the school.
- Work for incremental changes in the public school system that will improve educational opportunities for migrant students.
- Create viable alternative programs to meet the changing needs of nontraditional students. Look upon the system as an asset model rather than a deficit model.
- Work with state legislators to pass state laws that will give here-to-work youth equitable education opportunities.

**What is ESL
English as a Second Language?**

ESL describes any of several approaches to teaching the English language to non-native speakers, ranging from strategies that emphasize survival level oral communication to instruction that prepares students to study grade level content in English. For most here-to-work youth, ESL instruction that teaches functional vocabulary, encourages communication and lowers resistance to risk-taking is most beneficial.

Services to Out-of-School Youth

Insights from the Survey of Migrant Out-of-School Youth

Instruction for English language learners, basic skills instruction and health services were cited by respondents to the survey as the most commonly delivered services to this population. Instruction in consumer skills and advocacy for better living and working conditions were mentioned as services needed by out-of-school youth. Respondents reported that out-of-school youth are underserved in comparison to in-school migrant students, are difficult to serve, are difficult to redirect into school, and have many unmet needs.

Session Format

- Three panelists described the range of services offered to out-of-school youth by their migrant education programs, responded to questions raised in the survey, and made recommendations for improving services to migrant youth.
- A speaker gave an in-depth review of the High School Equivalency Program.
- Participants met in strategy groups to focus on and make recommendations for specific issues related to services to out-of-school youth.
- The recommendations of the strategy groups were reported to the whole group.

Questions Addressed by the Panel and the Strategy Groups

1. How can programs connect with youth and provide sustained services considering the extraordinary challenges in the youths' experience?
2. How can programs work with unreceptive employers?
3. How can the skill level of youth be determined and what services can be provided at various skill levels?
4. How can programs deal with various logistical issues?
5. How can problems with LEAs and migrant staff be overcome?

The Panelists

Moderator, *Nancy Croce*, Director, Migrant Education, New York State Education Department, Albany, New York

Robert Apicella, Director of Migrant Youth Programs, State University of New York, Oneonta, New York

Maria Chavez, Senior Director, Migrant Education Program, Region IX, San Marcos, California

Raul Diaz, Director, Migrant Education Program, Region XVI, Salinas, California

The Speaker

Emilio Hernandez, Director, High School Equivalency Program, University of Oregon, and member Oregon State Board of Education

Question 1

How can programs connect with youth and provide them with sustained services considering the such extraordinary challenges as the youths'?

- General distrust and fear;
- Fear of INS;
- Status as single, young workers with no guardians;
- Previous negative experiences with authority or systems;
- Need to work at all costs for survival;
- Goals that do not include education;
- Other interests, e.g. drugs, alcohol, prostitutes;
- Responsibilities for spouse and children;
- Previous negative experience with schools; and
- Decision not to continue in school?

Recommendations

Program Features

- Plan programs that respond to the demographics of the service area. If youth are typically in an area for about six weeks, plan a six-week program, not a twelve-week program.
- Build in program incentives to promote continuity and sustained services. For example, if the student attends to the end of the program or for a certain number of days, permit him or her to keep the student dictionary. Plan milestone incentives, such as certificates of achievement, to keep the student coming back.
- Prepare for unforeseen contingencies such as a crop failure or an INS raid by making every class meaningful for the student in addition to the overall benefit achieved over the six or twelve-week course.
- Develop a plan of progression for each student. Recognize that sustained progression for a student may mean several years, so plan mechanisms to continue student progress from year to year. Collaborate with schools and community agencies to meet the student's goals.

Collaboration

- Ensure sustained progression and student success through linkages with school and community agencies that can facilitate continuous advancement for the student. If a student is at a low literacy level, collaborate with an agency that provides basic English instruction. As the student gains mastery of English, facilitate a placement in a pre-GED class, then into a HEP program, then a CAMP program, etc.



Nancy Croce
Director
Migrant Education Program
New York State
Education Department
Albany, New York

"One issue that IMEC could address is to review the efforts that have been undertaken in states to provide state college tuition to undocumented students. We have students who are at the top of their high school class. After graduation their companions go on to college, but they can't afford to go. The goal has to be to make it possible for all our students to go to college."



Robert Apicella
Director
Migrant Youth Program and
High School
Equivalency Program
SUNY College at Oneonta
New York

"A 1998-99 analysis of the services the New York Migrant Education Program provided to migrant students showed that while 55% of the eligible migrant children are adolescent students in grades seven through high school, including here-to-work youth and dropouts, they received less than half of the funding.

Based on this, we decided to devote more money and more services to the here-to-work and the dropout population.

We are excited about the possibility of taking kids who aren't even thinking about getting an education to college within a year."

- Develop a strong network of agencies, such as churches, medical clinics, and social groups, that can provide for students' unmet basic needs.
- Coordinate with parents and leaders within the youth's community to support participation in programs.

Program Staff

- Expand the recruiter position to a recruiter/advocate position and provide training in this enhanced role in areas such as migration patterns within a particular area, assessment of students' basic and educational needs, coordination with service providers to meet assessed needs, and INS issues.
- Retain staff from year to year to develop the staff's knowledge of the migrant community and to build trust among the out-of-school youth.
- Designate a team or an individual who is responsible for coordinating migrant program services and community services for out-of-school youth.

Communication Networks

- Make numerous contacts with the youth and follow-up to ascertain their attendance in classes or programs.
- Establish an effective "word of mouth" communication network in the migrant community.
- Distribute the 800 hot line telephone number.
- Sustain contact with highly mobile populations through community-based radio programs.

Roles and Responsibilities

Office of Migrant Education

- Offer training nationally on INS issues as part of recruitment training for youth advocates. This is a huge limiting factor in sustained services to here-to-work youth.
- Set criteria for measuring successful programs for out-of-school youth and compile a directory of best promising practices.
- Establish linkages with the Department of Labor in particular and with other agencies at the federal level to facilitate the delivery of services, to assure services are not duplicated, and to ensure that out-of-school youth receive appropriate services from all sources.
- Revise HEP or develop alternative programs to address the academic needs of out-of-school youth with reading levels below the sixth grade.

States

- Address education and training options for out-of-school youth in addition to programs that lead to a GED.

- Take a greater role in training on certain issues, particularly INS issues.
- Fund pre-HEP and GED services and allocate funds in general for service to out-of-school youth in proportion to the program dollars they generate.
- Establish linkages with the Department of Labor in particular and with other agencies at the state level to facilitate the delivery of services, to assure services are not duplicated, and to ensure that out-of-school youth receive appropriate services from all sources.

Local

- Define the services that will be provided to out-of-school youth and ensure that they are appropriate for the particular needs of the demographic groups.

Interstate Migrant Education Council

- Advocate for policy permitting services to migrant youth for up to one additional year after high school graduation or the attainment of a GED to assist with transitions to post secondary or college opportunities. The current law that permits services to students for a year after reaching the end of their eligibility establishes a precedent for such extended service.
- Address the undocumented issue, perhaps by influencing the National Council of State Legislators or individual legislators with respect to the importance of the migrant workforce even if it is undocumented. The lack of documentation limits opportunity because many services are unavailable without it.
- Support efforts to provide state college tuition to undocumented students, making it possible for them to attend college.

What is the GED General Educational Development Certificate?

The General Educational Development (GED) certificate is conferred on individuals who successfully pass the GED test. The GED certifies that the individual possesses the major skills and knowledge expected of a high school graduate. It can be used for entry into higher education programs and employment.

The GED test assesses skills and knowledge in the areas of writing, reading, social studies, science, and mathematics.

The test is offered in Spanish. Questions on the Spanish language GED are drawn from Spanish language and culture.

A new English language GED test went into effect on January 1, 2002. A revision of the Spanish language edition is expected in 2004.

Question 2

How can programs work with unreceptive employers:

- Who may have underage workers;
- Who may have undocumented workers;
- Who do not want work interrupted;
- Who do not want workers' skills improved?

Recommendations

Establish a Partnership Relationship with Employers

- Help employers understand how working together to improve workers' skills leads to the retention of their workforce, and enhances their bottom line.



Maria Chavez
Senior Director
Region IX
Migrant Education Program
San Marcos, California

"Help youth focus on what it is they came to the U.S. to do. Ask why are you here? What is your goal? What do you want to accomplish?"

When out-of-school youth reflect on what motivated them to come here to begin with, it's easy to sell education to them. Our challenge is to help the youth focus on their goals, figure out what it is they need most to begin, and identify education opportunities that will help them work toward those goals in the brief time they are with us."

- Meet with growers' associations on a regular basis. Ask for their support and let them know what services the program will provide for their workforce.
- Take a positive attitude and work collaboratively with employers. Establish a relationship based on trust.
- Send letters of introduction explaining the program's services and follow-up with a personal visit.
- Let employers know that the program's only purpose is education and that there is no charge for the services.
- Ask employers what services the program can provide that will help them be more productive. Honor the employers' specific requests for educational services for workers and conduct classes for youth at times convenient to both the student and the employer.
- Enter into verbal and written contracts with employers.

Recognize Employer Assistance

- Acknowledge employers who have been helpful to the program through luncheons, plaques, award dinners, etc. Include local news agencies and put a positive spin on news reports.

Roles and Responsibilities

Office of Migrant Education

- Support the provision of services to out-of-school youth and put it into policy.
- Develop a guide of common elements of successful strategies for services to out-of-school youth.

States

- Make the recruiter position a recruiter/advocate position so that the front line people who know the community and are with the out-of-school youth will be able to address their needs in an advocacy role.
- Build a life skills needs assessment into the state's comprehensive needs assessment. When a youth's needs include life skills, prioritize that into his or her service plan.

Local

- Teach life skills such as cashing checks, handling credit cards, riding public transportation, and shopping for groceries that help youth fit into the local community and business world.

- Sponsor recreational events, such as soccer games, to attract the interest of out-of-school youth. Use the events to teach life skills or engage students in other educational activities. The challenge is sometimes to bring the youth together.
- Format a community service directory aimed specifically at services that will assist out-of-school youth. Make the directory easy to read with explicit information as to where to go and how to go about getting the services.
- Advocate with community adult education programs to develop curricula that better address the needs of migrant out-of-school youth.

"Migrant out-of-school youth are the best example of resiliency of character. In spite of everything, they have this optimism in life and they are thinking about tomorrow. Giving an out-of-school youth hope for a brighter future is very gratifying."

Raul Diaz

Question 3

How can the skill level of youth be determined and what services can be provided at various skill levels considering circumstances such as:

- Youth have very little education;
- Youth are illiterate, not able to read in any language;
- Youth have a range of achievement levels from basic skills to GED;
- Programs lack a range of academic and other services; and
- There is a lack of content material for academic services?

Recommendations

Needs Assessment

- Determine the needs of out-of-school youth at the time that a certificate of eligibility is completed, and identify available educational support services to address those needs.
- Pinpoint the student's perceptions about where he or she is and what he or she would like to achieve. Include the student's long term goals for education, health, employment, etc., as well as short term goals such as learning English, obtaining a GED, or improving vocational skills.
- Do a quick "snapshot" assessment at different grade levels for different state learning standards.
- Include questions on the assessment that ask students why they did not continue in school.
- Use the needs assessment to trace student progress and validate program activities.

"Out-of-school youth come to us with strengths. They are strong willed, resilient, and goal oriented. They have what it takes to be successful."

Maria Chavez



Raul Diaz
Director
Region XVI
Migrant Education Program
Salinas, California

"When I look at out-of-school youth and their challenges I am reminded of the federal priority to serve those students who are most mobile and most at risk in not meeting education standards. These conditions definitely describe out-of-school youth.

The question is how to best do that? When I ask them what do you really want, their answer is we want to know how to cash our check so we don't get ripped off, how to go to the local grocery store, how to catch the bus route. Their needs are very basic. Once those needs are met, programs are able to scaffold services into academic areas."

Education Services

- Reconnect dropouts with the school system.
- Recruit teachers who are willing to teach in non-traditional settings such as on farms, in homes and labor camps, out-of-doors, and in community buildings; and who are willing to teach at non-traditional times such as in evenings, on week-ends, and in the early morning to accommodate the work schedules and living conditions of youth.
- Enroll students in community-based adult education and ESL classes.
- Provide direct service through the migrant program in high impact areas.
- Establish pre-HEP classes or hire tutors to work with out-of-school youth to prepare them for HEP.

Curricula

- Provide a range of education programs to address the literacy needs of students at a variety of skill levels. Include literacy in Spanish, ESL, the PASS program, and GED programs in English and Spanish.
- Develop student driven ESL curricula that address the specific, expressed needs of students. Design curriculum components that can be modified in length from short 5 minute lessons that can be taught quickly without interfering with students' employment, to medium 20 to 30 minute lessons, to hour-long lessons.
- Teach practical survival skills such as accident prevention, consequences of alcohol and drug addiction, making appointments at clinics, driver's training, etc.
- Obtain literacy materials in Spanish available through the Mexican Consulate Office to teach Spanish literacy skills to out-of-school youth who have low level literacy skills.
- Investigate or develop GED curricula for in-home instruction.

Roles and Responsibilities

Office of Migrant Education

- Establish a clearinghouse for best practices, perhaps a web site, that includes detailed, step-by-step information for addressing the needs of out-of-school youth.

States

- Address the idea of transcript travel documents, a back-up system other than the electronic system.

Interstate Migrant Education Council

- Advocate for a national academic assessment tool that can be used with all migrant youth. Investigate assessment tools that may already be available.

Question 4

How can programs deal with various logistical issues such as:

- Brief time that youth are in the service area;
- Relatively small ethnic groups with languages that are not common;
- Isolation from the mainstream community; and
- Young men in the U.S. on contract?

Recommendations

Fit Services to Time Constraints

- Begin services immediately, as soon as students are identified. Waiting a couple of weeks may mean that the students have moved on.
- Identify times when out-of-school youth are available to participate in education programs.
- Offer education programs that fit the length of time students are likely to be in the area. Based on knowledge of crops and experience with out-of-school populations, determine the length of time that students are likely to be in the area and plan programs, advocacy, referrals, and survival skills development that coincide with those time frames.

Educational Bags

- Provide out-of-school youth with Educational Bags, "Goodie Bags," when they are recruited as a way to foster trust, build program credibility, and open opportunities for further services.

Support Services

- Provide transportation to programs or outreach workers to conduct educational services in homes.
- Collaborate with health organizations to provide health services.
- Use mobile classroom units and health vans to serve out-of-school youth who reside in isolated rural areas or in areas of difficult terrain.

Culturally Appropriate Resources

- Identify all available resources, from local to international, that can provide services to out-of-school youth.

What is CAMP College Assistance Migrant Program?

CAMP projects receive discretionary grants to provide migrant students who are in their first year of college with supportive and instructional services including tutoring, counseling, and assistance in obtaining student financial aid for their remaining undergraduate years.

CAMP serves about 1,680 migrant students in 30 institutions of higher education.

- Participate in the bi-national program, and take advantage of the teacher exchange program to provide students with teachers from their home areas in Mexico.
- Be aware of cultural issues as well as language issues when developing programs.

Electronic and Telephone Services

- Establish an e-plaza to serve out-of-school youth through electronic possibilities and to offer education services available from (INEA), Mexico's national adult education program.
- Provide out-of-school youth with telephone numbers of service providers to contact when they feel comfortable.
- Give out-of-school youth the 800 hot line number so they can contact the program when they move to a new location.

Question 5

How can problems with local education agencies (LEAs) and migrant staff be overcome considering issues such as:

- LEAs and migrant programs do not want to shift funds from current use to services for out-of-school youth;
- Staff are not trained to serve out-of-school youth;
- There is a lack of transcripts for students;
- The cost of services is greater than for in-school youth; and
- It is easier to serve in-school youth?

Recommendations

Local Education Agencies

- Let local school districts take responsibility for the basic education of out-of-school youth.
- Ask school personnel how migrant programs, with their supplemental funds, can work with the school to support the school's services.
- Help school district staff become aware of the difficulties that out-of-school youth face, and understand the education issues of this population.
- Offer student information to districts that they may not have, such as immunization records.

Migrant Staff

- Provide leadership regarding the need for equity of services to out-of-school youth, and the ineffectiveness of continuing a service simply because it is easier.

"When I first came on as State Director, recruiters said that one of the most important things I could do to make their job easier was to provide services for out-of-school youth. If you recruit them you should provide services for them."

Nancy Croce

- Listen to staff and students to determine the types of programs that will best serve migrant populations.
- Provide staff training for current and new staff on strategies for working with the issues that young adults bring to the school and community.
- Collaborate with community agencies to defray the cost of serving out-of-school youth.

High School Equivalency Program

- Restructure HEP programs to meld with the work schedules of out-of-school youth. The traditional semester, September through December and late January through June, is a difficult schedule for working youth. Classes offered on a one-per-month basis or during times when students are not involved in the agricultural harvest better serve migrant youth.

Change Out-of-School Youths' Attitudes

- Help migrant youth from other countries, who have a different understanding of what education should be, understand that high school is a necessity in the United States in order to earn a decent living.

Roles and Responsibilities

Office of Migrant Education

- Provide clear leadership regarding services to out-of-school youth. Tell states that this is an important population, that they are generating funds, and that states need to provide services to them.
- Send a letter to states encouraging school districts to collaborate with migrant programs in serving out-of-school youth.

States

- Provide school districts with guidance, model programs or pilot programs for serving out-of-school youth. Schools often do not know how to reach this population and that makes it difficult for them to shift resources.
- Collaborate with other Title I programs to provide services for out-of-school youth.

Interstate Migrant Education Council

- Provide a list of seminar attendees to enable participants to communicate with one another regarding programs for out-of-school youth.
- Publish and distribute abstracts of programs for out-of-school youth to seminar attendees.

High School Equivalency Program



Emilio Hernandez
Director, High School
Equivalency Program
University of Oregon

A Successful Service to Out-of-School Youth

Mr. Emilio Hernandez described the High School Equivalency Program (HEP) as a federally funded program designed to help migrant youth obtain the equivalent of a high school diploma. He said the program, spearheaded by Edward R. Murrow's 1960 television documentary, *Harvest of Shame*, is in its 35th year of operation. HEP provides academic instruction, counseling, placement services, health care, housing and stipends to approximately 3,000 students each year. The majority of students attain a general educational development (GED) certificate and go on to employment, vocational training or higher education.

HEP projects are structured on one of three models: residential, commuter or satellite. The model used by a particular project is dependent on the demographics of the project's student population. Programs are rooted in research-based learning theories and curriculum is developed to meet state learning standards.

As an example, Mr. Hernandez described the HEP project at the University of Oregon at Eugene. The project is based on William Glasser's Reality Therapy and Nell Nodding's theories of caring societies and caring schools. Each student is cared for as a whole person and counseled to cope with whatever challenges may be in his or her background.

The project's academic instruction is tied to Oregon's state learning standards. Career counseling is keyed to the state's Certificate of Mastery. Activities include reading circles to improve reading skills, library skills, participation in community service projects, participation in campus life, and the support of caring staff who continually check with students regarding progress on their individual learning plans.

Mr. Hernandez said that the family component is challenging because many parents believe that education is the business of the school and do not recognize their role in the adolescent's education. Helping parents understand how the school and the home work together to help students attain their goals, he said, can be time consuming.

According to Mr. Hernandez, about 85% of the students who enter the HEP program at the University of Oregon leave the project with a GED certificate and with the ability to compete with high school graduates for financial aid, scholarships or work, depending on their personal plans. The project's caring atmosphere, committed staff, college and community life, and emphasis on the whole student are key to the project's success.

Mr. Hernandez expressed concern about HEP's ability to meet the academic needs of incoming students because, he said, new students have lower reading and math skills. To remain vibrant, HEP will have to look at models that answer the academic and personal needs of these students and that motivate them to continue their education.

Components in Three Programs that Serve Out-of-School Youth

In their remarks, each of the panelists provided an overview of the range of services that his or her project provides to out-of-school youth. The following is a compilation of those services.

The Programs

Migrant Youth Programs of New York State
Region IX Migrant Education Program of California
Region XVI Migrant Education Program of California

Range of Services

- Outreach programs that provide instruction in homes or camps;
- Campus-based programs that bus out-of-school youth to a central location, usually a school, for academic and related activities;
- HEP programs that enroll both here-to-work and dropout youth;
- Educational bags, "Goodie Bags," given to youth when they are recruited to assist them with basic needs and to motivate them to engage in other program services;
- Farmworker fairs to connect youth with community health, education, and advocacy services.
- The PASS program to help dropouts make up high school credits or prepare for the GED;
- Project-developed ESL curriculum to meet the specific English language needs of enrolled youth;
- A community based radio program to keep highly mobile youth informed about program activities;
- An e-plaza to offer youth a connection to internet learning opportunities;
- A dropout recovery effort to reconnect dropouts with the school;
- Collaboration with services that can enhance education opportunities for youth and/or help them meet their basic needs;
- Coordination with the College Assistance Migrant Program (CAMP);
- Coordination with growers' associations to locate out-of-school youth and to provide on-farm instruction; and
- Extensive use of the 800 hotline number to enable youth to keep in touch with the program.

What is PASS - Portable Assisted Study Sequence?

The Portable Assisted Study Sequence (PASS) is a semi-independent study system that enables mobile students to make up secondary credits and continue working toward a high school diploma as they move between school districts or states.

Collaboration

Insights from the Survey of Migrant Out-of-School Youth

Survey respondents cited collaboration with other groups and agencies as an effective method of recruiting out-of-school youth and as an important resource in providing services to this population. Collaborative partners as varied as churches, agri-business, Edusat (Mexican satellite education) and INEA adult literacy in Spanish from Mexico were mentioned.

Session Format

- Building on survey responses, and to form a foundation for future IMEC dialogue, collaborative programs illustrative of collaboration at the local, state and national levels were presented.

Questions Focused on by the Panels and the Speaker

1. How does the collaboration relate to the two groups of out-of-school youth, drop-outs and here-to-work youth?
2. What entities or programs are involved in the collaboration?
3. What are the goals of the collaboration?
4. How did the entities or programs come together?
5. Who takes leadership?
6. Is there a structure or a memorandum of understanding?
7. What are the problems, results, and significant successes?
8. What are the visions for the future?

The Panelists

Moderator, *Ernesto Ruiz*, Migrant Education Director, Region II, Yuba City, CA

The Oregon Migrant Education Collaborative Group

Merced Flores, Associate Superintendent, Office of Student Services, Oregon Department of Education

Emilio Hernandez, Director of HEP Program, University of Oregon and Member of the Oregon State Board of Education

Ernestina Garcia, Director, Oregon Migrant Education Center

The Hood River School District, Hood River, Oregon

James Sims, Federal Programs Director, Hood River County School District

Lorena Manzo, ESL Instructional Assistant, Hood River Valley High School

Maria Casto, Outreach Worker, Next Door Program, Hood River, Oregon

The Speaker

A Collaborative Effort at the State Level The Oregon Migrant Education Collaborative Group

The Oregon Migrant Education Collaborative Group (OMEC) is a state level collaboration effort that began its work in 2001. OMEC includes assistant superintendents of divisions within the State Education Department, and representatives from the Migrant Education Program, the College Assistance Migrant Program (CAMP), the High School Equivalency Program (HEP), Talent Search, Upward Bound, and other programs that provide services to migrant students. OMEC's purpose is to collaborate among divisions within the State Education Department and with state level service providers to address the needs of migrant children and families in a seamless fashion from birth through adulthood.

Concepts outlined in *The Educational Reform and Its Effect on Migrant Education*, a position paper prepared by Oregon's Migrant Service Center in 1995, shape OMEC's philosophical foundation and form the base for its activities. That paper recognized LEAs as having the prime responsibility for the education of migrant children and outlined measures essential to support schools in meeting their responsibility. Those measures include the following.

- Help in developing sensitivity to the characteristics of migrant children and the lifestyles of their families.
- Continuous sustained professional development in the areas of language acquisition, and the language and culture of migrant children.
- Support in developing effective strategies to incorporate migrant students into the school's programs.

The position paper, which has been updated to include the *No Child Left Behind Act of 2001* and recent state education regulations, will be shared with school districts throughout Oregon.

During State Education Department cabinet meetings, responsibilities of each division with regard to the goal of a seamless educational progression for migrant students are identified. Division responsibilities and plans to work together to achieve the goal are charted. The expansion of OMEC's work across department lines has effectively involved the State Superintendent of Public Instruction and two state education deputies.



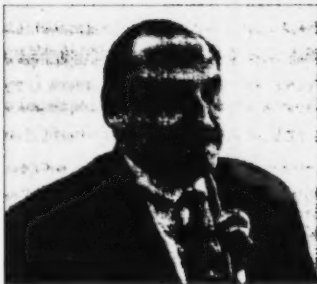
Ernesto Ruiz
Director
Region II
Migrant Education Director
Yuba City, California

"It is an enormous effort to organize a collaboration effort at a state level, to bring all of those people into the loop. And it is vital in making this successful."



Emilio Hernandez
Oregon State
Board of Education

"We need more involvement of our Migrant Parent Advisory Committee at the state capitol, to be heard by State Board of Education members, and by the State Superintendent of Public Instruction."



Merced Flores
Associate Superintendent
Office of Student Services
Oregon Department of Education

"We expanded our work group beyond those programs that specifically target migrant students. We realized that we do not have the capacity to help schools provide education services to migrant children by ourselves. Every office shares in that responsibility."



Ernestina Garcia
Director
Oregon Migrant
Education Center

"Service providers should address the needs of migrant children and families in a seamless fashion from birth to adulthood."

While OMEC does not have a formal memorandum of agreement among its members, collaboration with agencies is addressed in the state's consolidated plan, and a shared sense of purpose sustains OMEC's member participation.

Successes

OMEC's achievements in its first year include:

- An organized collaborative effort at the state level that involves all education agencies that have a role in the education of migrant students;
- Good contact with the State Board of Education;
- The ability to work with the new State Superintendent of Public Instruction who is already familiar with the issues of migrant students; and
- The opportunity to meet with the new governor in 2003.

Annual state report cards that rate each school facility as excellent, satisfactory or failing based on criteria that include the number of students who have dropped out of school and the number of students who have not met academic benchmarks are used by OMEC to monitor progress toward its goals for migrant students.

Problems

Two issues related to OMEC's membership present difficulties. First, because each member is involved in his or her own job, it is a struggle to maintain the group's original enthusiasm and momentum. Second, members have their own goals for the collaboration. Those goals sometimes make it difficult to keep OMEC, as a whole, focused on its original mission.

A second set of difficulties, extraneous to OMEC, revolves around attitudes about serving out-of-school youth and is compounded by budget constraints. Some members of the State Board of Education question the justifiability of providing special services to one segment of the student population, particularly in the face of fiscal limitations. Second, some school administrators question their school's ability to address the problems of out-of-school youth especially as they are already challenged by issues related to in-school migrant and Title I students.

Future Visions

There is a need for more involvement of the Migrant State Parent Advisory Committee in state level discussions and activities. The State Superintendent of Public Instruction and members of the State Board of Education need to hear the views and counsel of parents on matters related to the education of migrant children and out-of-school youth.

A Collaboration at the Local Level Hood River Valley School District

The Hood River Valley School District is located in a rural area to which migrant families return each year to harvest agricultural products, and where numerous migrant families have established a home base. The school district, realizing that very few migrant students attended school when the harvest began, combined efforts with service agencies within the community to reverse this trend. Through collaborative efforts between the school and the community, and with the involvement of migrant parents, the Hood River Valley School District achieved one of the lowest dropout rates in the state. The Hood River School District success story is an example of collaboration within a small community and with limited resources.



James Sims
Federal Programs Director
Hood River County
School District
Hood River, Oregon

Services Offered to Students

- An after-school program is conducted for out-of-school youth between the ages of 16 and 21 who, due to their work or living circumstances, do not attend school. The goal is to help out-of-school youth earn enough credits to graduate from high school, or to obtain a GED.
- English instruction classes and computer classes are held two evenings a week. Adolescents attend the classes and many of their parents come with them to learn English or computer skills. Approximately 73 students are enrolled in these classes.
- Support groups for potential dropouts are conducted in the high school. There are 70 students in the girls' support group and 40 students in the boys' support group.
- An inspiration circle is conducted for teen parents who are at risk of dropping out of school.
- Bilingual, bicultural outreach services are provided by the Next Door Program, a Youth and Family Services agency. Outreach workers go to the homes of potential dropouts, meet with their parents, drive the students to school, etc.
- The Next Door Program conducts an outreach drug prevention program for Hispanics who live in migrant labor camps, cabins and housing projects.
- An anger management intervention program is conducted for students who have behavioral problems. The program includes anger management classes, a drug assessment, weekly home visits to meet with the parents, and referrals for jobs.

"There will be fewer out-of-school youth if we start at the preschool level and make families believe in school. As the director of the program, I never say no to anything. There are no limits."

"Hood River Valley School is a place where everybody is on task. The school district understands the role it has in the community, and the responsibility it has for the education of each child."

James Sims



Lorena Manzo
ESL Instructional Assistant
Hood River Valley High School
Hood River, Oregon

"Two years ago a student who lived on his own dropped out of school. He was typical of many migrant students, but when that student dropped out we decided to do something for these kids. We met with community agencies and together started an after school program for out-of-school youth."



Maria Castro
Outreach Worker
Next Door Program
Hood River, Oregon

"With limited resources and overlapping services we heal the same population twice. It's hard for schools to let people from the outside in, but my message to schools is talk to your social service agencies. See how you can work together."

- A credit recovery program is conducted for students who need to make up credits because they missed school, or who dropped out and now want to graduate. Students in the program work through packets like the PASS program.
- An ELL learning center staffed with a bilingual teacher provides English language instruction and helps students with homework.
- After school recreational activities such as weightlifting are conducted.
- A special telephone line installed at the high school enables Hispanic parents to call the school and leave a message in Spanish that is understood and returned by a Spanish speaker.
- A native speakers class is conducted to teach the history of Mexico, and reading and writing in Spanish including accents and Spanish grammar.
- A Latinas in school forum is held for eighth-graders who are moving up to the high school. Successful Latino women in the community answer questions and talk about their background and the obstacles they encountered in the development of their careers.
- A second Latinas in school forum focuses on younger girls and includes programs such as performances of Mexican dances by younger girls.
- A Lady Angels program focuses on Latinas that are recent dropouts. Field trips, life skills, and leadership skills are key elements in the program.
- Community adults from Hispanic backgrounds work in the school and serve as motivators and role models to students.

Successes

Through collaborative efforts across programs, across communities, with the corporate world and with growers, the school is able to provide support to students who are potential dropouts, and expand services to out-of-school youth.

As an example, if a student is not in school, a social worker, available through a collaboration with the Next Door Program, goes to the student's home, meets with the parents, and with the family and school, works to get that student back in school.

A Collaboration of Federal, State and Local Resources Farmworkers Advancing With Civic Education Services

Mr. Robert Lynch described the Farmworkers Advancing With Civic Education Services (FACES) as a project that melds federal, state and local resources in a combination of partnership and collaborative arrangements with the goal of developing curriculum materials that are appropriate for teaching oral language skills and civics information to out-of-school and adult migrant students. Included in the complex design of the project are a federal demonstration grant, eight state agencies, and five local projects.



Robert Lynch
Director
BOCES
Geneseo Migrant Center
Mt Morris, New York

The Geneseo Migrant Center and five New York State Migrant Education Outreach projects (MEOPs) are FACES partners. Additional project collaborators include the Law, Youth and Citizenship Program, a New York State Department of Education project funded by the New York State Bar Association, and the Bilingual Education ELL Technical Assistance Centers (BETAC).

The FACES project is funded through an English Literacy and Civics Education Demonstration Grant from the United States Department of Education, Office of Vocational and Adult Education. Other funding contributors include:

- New York State Department of Education, Employment Preparations Education;
- New York State Department of Education, Migrant Education;
- New York State Council on the Arts;
- New York State Department of Health, and
- Foodlink.

Project Goal and Description

Mr. Lynch stated that the goal of the FACES project is to develop, implement and disseminate a civics and life skills curriculum and instructional strategies that educators can use to teach civics information and oral language skills to migrant out-of-school youth and migrant adults. The curriculum content is built on a broad definition of civics, to teach people their rights and responsibilities for living in this country, with a particular emphasis on issues of significance to migrant populations. The instructional approach is based in second language acquisition theory. Suggested teaching strategies include practices such as modeling, body language, gestures, realia, vocabulary practice and repetition.

The curriculum consists of 32 stand-alone packets. Each packet contains a life skills lesson, a related civics lesson, supplemental reading and writing activities, Spanish/English walk-away material, support graphics, pictures and handouts, instructional prompts and cues, and a packet assessment. As an example, Mr. Lynch described a packet titled "At the Store". It includes an ESL lesson that teaches language for shopping, i.e.: "I want to buy . . .", and a related civics lesson that discusses the legal age to buy cigarettes and alcohol. He said the packets are field tested by the MEOP partners and appraised by farmworker students. Their suggestions are used to refine the curriculum.

Students

Mr. Lynch described the target population for the curriculum as highly mobile out-of-school migrant youth and adult students who have very limited oral language proficiency in English and little or no literacy skills in their first language. Eighty-six percent of the population is male, the average age is the 26.9, and 100% are employed. Most of the students are of Mexican heritage and have families in Mexico whom they support with money earned through their work in fields and on farms.

Instructors

MEOP instructors who are field testing the curriculum are primarily women who are employed part time. Most have a four year college degree, although some have only a two year degree. About 50% are certified teachers, and about 28% have an ESL or literacy certificate. About half are able to speak Spanish. Mr. Lynch asserted that most of the instructors, even those with strong academic backgrounds, require assistance in the preparation of appropriate lessons for this student population. He stated that a premise for the FACES project is to develop a curriculum that will provide instructors with appropriate lessons to teach out-of-school youth and adult low literacy ELL students.

Instructional Setting

Instruction takes place in the evenings, in homes and camps that are usually in very isolated areas, that have minimal furnishings, and that consist of communal living conditions. Due to the isolated areas and evening hours, instructors generally work in teams.

Problems

Mr. Lynch stated that a difficult problem for the FACES project is modifying the instructional practices of teachers to use the curriculum as it is designed.

The Future

Mr. Lynch stated that once the curriculum is completed, it will be disseminated to New York State Migrant Education projects, New York State Adult Education projects, and Migrant Education state directors. In addition, the curriculum will be included in the ERIC Clearinghouse on Rural Education and Small Schools.

Policy Issues

Insights from the Survey of Migrant Out-of-School Youth

To support IMEC in its role as an advocate for policies that have a positive impact on the education and lives of migrant children, attendees were asked to review four significant issues that were raised in the survey: recruitment, priority of service, high school graduation goal, and expenditure of funds, to consider seminar discussions about these issues, and propose recommendations regarding the issues as they relate to out-of-school youth.

Session Format

- Participants met in strategy groups and discussed policy recommendations related to the following issues: recruitment, priority of service, high school graduation goal, and expenditure of funds.
- Strategy group recommendations were presented to the whole group.
- Written recommendations were submitted to the Interstate Migrant Education Council for publication.

Issues Addressed by Strategy Groups

Recruitment: How can it be assured that all states are actively recruiting dropouts and here-to-work youth?

Priority of Service: Once identified, what level of priority of service is due out-of-school youth in comparison to more traditional types of migrant students?

High School Graduation Goal: Should here-to-work youth be included in the goal to increase high school graduation rates for migrant children? Should out-of-school youth with minimal academic skills and achievement be included in this goal?

Expenditure of Funds: What policy recommendations or guidelines, if any, should be considered in regard to the focal issues associated with out-of-school youth?

Policy Issue 1

Recruitment

Background

Current law provides states funds for identification of migrant children ages 3 through 21. The Interstate Migrant Education Council survey indicates there is a great difference among states in out-of-school youth as a percentage of total identified migratory children.

Question

How can it be assured that all states are actively recruiting both groups of out-of-school youth?

General Recommendations

- Promote the identification and recruitment of out-of-school youth. Develop policy and write regulations regarding services to this group, and seek accountability from states that out-of-school youth are identified and served.
- Provide training regarding the recruitment of out-of-school youth at the state directors' meeting and follow-up with a recruiter training tape to share with states.

Recommendations for:

Office of Migrant Education

- Include both categories of out-of-school youth in the next reauthorization.
- Follow up on information for both categories of out-of-school youth reported by states in the performance report.
- Include both categories of out-of-school youth as a priority of service for states in regulatory guidance from the Office of Migrant Education.
- Include specific strategies for recruiting out-of-school youth in the Office of Migrant Education's identification and recruitment manual.

States

- Attach funding to local projects for the number of out-of-school youth identified to provide an incentive for recruitment.
- Provide clear identification and recruitment guidelines for identifying out-of-school youth.

Interstate Migrant Education Council

- Advocate that states serve out-of-school youth and collect data to demonstrate that serving them increases their academic and social functioning.
- Advocate for increased funds to recruit and serve out-of-school youth.

Policy Issue 2

Priority of Service

Background

The numbers and types of out-of-school youth are a rather recent demographic development for migrant education programs. The services to this population are generally not the traditional supplemental services provided by migrant education.

Question

Once identified, what level of service is due out-of-school youth in comparison to more traditional types of migrant students?

General Recommendations

- Provide a level of service to out-of-school youth that accommodates their needs.
- Endorse intervention services, rather than prevention services, for here-to-work youth as these youth have never been in school.

Recommendations for:

Office of Migrant Education

- Include out-of-school youth in program guidance.
- Provide technical support to states for services to out-of-school youth.
- Require a report of services to out-of-school youth on performance reports.

States

- Target migrant education funds to out-of-school youth.
- Seek other funding sources to assist in addressing the needs of out-of-school youth.
- Assist LEAs in identifying potential collaborators.
- Develop a careful needs assessment for out-of-school youth.
- Develop an individual service plan for each youth served.

Interstate Migrant Education Council

- Advocate for services to out-of-school youth as a high priority.
- Identify other funding sources that can address the needs of out-of-school youth.
- Develop an informational brochure for distribution to states.

Policy Issue 3

High School Graduation Goal

Background

The Office of Migrant Education has as its prime goal for state migrant education programs to increase high school graduation rates.

Question

Should here-to-work youth be included in this goal? Should out-of-school youth with minimal academic skills and achievement be included in this goal?

General Recommendations

- Establish goals for here-to-work youth if their skills and achievement are not near the high school level.
- Remind schools that the education of migrant students is the responsibility of the school district and that the function of migrant education funds is to provide supplemental services only.

Recommendations for:

Office of Migrant Education

- Include dropouts in the Office of Migrant Education secondary initiative.

States

- Stress alternative education programs that meet high state standards and lead to a high school diploma.

LEAs

- Provide services such as ESL, literacy, and pre-GED instruction to here-to-work youth on an incremental basis to ensure student success and to motivate students to return to the program.
- Provide "bridges" through LEAs and migrant education programs to alternative education or GED instruction that enable out-of-school youth to continue their education.
- Utilize migrant education programs as advocates to schools to provide early intervention and other preventive services.

Policy Issue 4

Expenditure of Funds

Background

The survey raised a number of issues about funding and expenditures. Some respondents indicated that services for out-of-school youth are more expensive when compared to programs serving other migrant children and increases in funds by identifying out-of-school youth do not equal the increased expenditure.

Question

What policy recommendations or guidelines should be considered in regard to the fiscal issues associated with out-of-school youth?

General Recommendations

- When dealing with entities outside of migrant education, make sure they understand that out-of-school youth are still considered students.
- Use funds expended on out-of-school youth first for those youth most in need.
- Endorse increased per pupil expenditures for out-of-school youth based on the requirement for more intensive staff time, and the lack of funds and services from schools to serve this population.

Recommendations for:

Office of Migrant Education

- Determine the level of funds expended on services to out-of-school youth in relationship to funds received by states for identifying out-of-school youth.
- Gather data on successful programs serving out-of-school youth.

States

- Disaggregate data to identify the level of funds expended on services to out-of-school youth.
- Examine the feasibility of using funds from other resources, i.e.: homeless, domestic violence, teen pregnancy, etc. to address the needs of out-of-school youth.
- Make services to out-of-school youth a priority in the state plan.

Interstate Migrant Education Council

- Gather data to show the extent of the need and successes as a basis for arguing for future funding for out-of-school youth.
- Share best practices, especially collaboration with other services, in print and on the web site.

Appendix A

Successful Programs

Serving Out-Of-School Migrant Youth

California Migrant Education Region III Out-of-School Youth Advisory and Support Program

Program Goals

To assess academic and English proficiency skill levels of out-of-school youth, provide them with tools to achieve academic goals, and make agency referrals on their behalf as warranted.

- Year One: Develop rapport with the student, assess student's academic levels, and place student in a school or training program.
- Year Two: Broaden student knowledge base by tracking student progress; and provide motivational, self-esteem and networking workshops.
- Year Three: Provide tools for continued focus on academic goal setting and attainment. Conduct agency referrals as warranted.

Program Description

Initiated in the 1999-2000 school year, the program contacts out-of-school youth, assesses their needs, and makes resources available to them. As youth are identified their names are given to bilingual counselors who, within two weeks, contact the youth by letter and telephone. A follow-up personal visit is conducted to develop rapport with the student and, when available, the parents, to explain the program, and to determine the student's availability for instruction, education level, interests, and obstacles to participation. A second personal visit is conducted to further assess the student's academic and English proficiency skill levels, and to develop an academic plan. The academic plan may include ESL classes, GED classes, at-home study, or other training as appropriate. During the first two years student progress is tracked, motivational and networking workshops are conducted, academic plans are reviewed, and assistance is given as needed. In year three students receive an exit interview, assistance in establishing long-term goals, and in monitoring their own progress.

Evidence of Success

Program contact with out-of-school youth has increased from 21% in 2000/2001 to 45% in 2002/2003. Services to out-of-school youth have increased from 9% to 38% during that same time period.

Contact Person

Ruben Patron
632 West 13th Street
Merced, CA 95340

Phone
(209) 381-6703

Fax
(209) 381-6771

Email
rpatron@imcoe.org

Population Served

All eligible youth
500-700
students enrolled

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Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PH: (202) 336-7078
Website: www.imedcinc.org

Successful Programs Serving Out-Of-School Migrant Youth

California Migrant Education Region V Migrant Education Program for Out-of-School Youth

Contact Person Peggy Rodriquez

Kern County
Schools
1300 17th Street
Bakersfield, CA
93301-4533

Phone
(661) 636-4777

Fax
(661) 636-4781

Email
perodriquez@kern.org

Population Served

All eligible youth
approximately 1200
enrolled

Program Goals

All identified out-of-school youth are:

- Offered academic and support services tailored to assist them in meeting their short-term academic goals.
- Offered academic and/or support services needed to obtain a high school diploma or equivalency diploma.
- Provided information and assistance to enroll in a post secondary program.

Program Description

This is a 12-month program with five major components.

- **Mobile Team:** Migrant youth between 18 and 21 who have not graduated from high school, are paired/teamed with college students and adults to recruit other migrant students. The youth are mentored in the work setting, encouraged to continue their education, tutored by team members, and tutor other students.
- **Taft College:** Basic academic, ESL, Bilingual Short Term Certification and GED classes are offered. An intense residential program to build academic skills and to acquaint migrant youth with post secondary education is offered during the summer.
- **Leadership Conferences:** Saturday conferences are held at local colleges to provide youth with presentations that will help them return to school or enter the U.S. school system for the first time.
- **Coordination/Referrals:** Agencies and schools meet monthly to coordinate services. A uniform assessment/referral form and directory is used across agencies. Nine high schools are reimbursed monies to serve migrant out-of-school youth.
- **Support Services:** Services are provided to eliminate obstacles in attending academic programs. Students may access services via the National Hotline, with referrals from schools, or as walk-ins.

Evidence of Success

- The number of identified and recruited out-of-school youth increased from 300 to 1,000.
- Twenty-one (21) agencies, schools, universities and colleges actively coordinate services to out-of-school youth.
- All youth are assessed and offered support, or referred to an agency that can offer support to students in meeting their educational goals.

Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PHE: (202) 336-7038
Web Site: www.migedc.org

Successful Programs Serving Out-Of-School Migrant Youth

California Region IX Migrant Education Out-Of-School Youth Instructional Program

Program Goal

To provide out-of-school youth with services and support that satisfy their basic needs so they can begin to plan for their education.

Program Description

Focusing on issues that surround out-of-school youth in their current situations, the program uses cooperative/interactive educational models in conjunction with forms of artistic impression such as music and drama to serve out-of-school youth between the ages of 13 and 21. Curriculum includes lessons in areas including but not limited to work site safety, emotional stability and well-being, teamwork and conflict resolution, money management, and English as a Second Language. Instruction takes place at times and in places convenient to the youth including farms, street corners and in migrant camps. A onetime gift of a backpack that contains an assortment of toiletry items, study materials and a flashlight is given to each youth who qualifies for the program. A fully equipped all-terrain Mobile Educational Lab is used to serve youth who live in hard-to-reach locations. The project collaborates with a great number of community-based organizations and serves as a bridge between the youth and various service providers.

Contact Person

San Diego County
Office of Education
Migrant Education
135 Vallecitos del Oro,
Suite A
San Marcos, CA
92069

Phone
(706) 510-0250

Population Served

700 young workers
have been served

California Region II Migrant Education Migrant Education Outreach Specialist

Program Goals

- To provide information and advice to students in Migrant Education on issues and concerns related to completing high school
- To assist students in securing employment
- To act as a liaison with employers, students, parents and school

Program Description

Early outreach, vocational and secondary programs for 18-21 year olds who are not enrolled in regular school are provided by a bilingual migrant secondary school advisor. Program activities include but are not limited to coordination with community agencies and institutions of higher education to provide services to youth, a work/study program, motivational activities for youth, and staff development for secondary staff.

Contact Person

Elaine Pearson
Migrant Education
420 Aviation Blvd.
Suite 205
Santa Rosa, CA
95403

Telephone
(707) 526-1272

Email
epearson@bcoe.org

Population Served

All eligible youth

Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PH: (202) 336-7070
WEB Site: www.imec.org

Successful Programs Serving Out-Of-School Migrant Youth

Yolo County, California Migrant Education Outreach Program

Contact Person

Sandra Enrique
1477 Stetson Street
Yolo County
Woodland, CA
95776

Phone
(530) 666-1977

Email
senrique@bcoe.org

Population Served

Program Goals

To enroll 37% of eligible youth in a vocational or academic program

Program Description

A home visit is made to each identified youth to complete an out-of-school youth profile and assessment. A Migrant Education Survival Bag or binder containing resources from educational, vocational, employment, health, and welfare agencies is provided to youth. Transportation is provided to students as needed to fulfill their education goals.

Evidence of Success

Thirty seven percent (37%) of eligible youth are enrolled in a vocational training or academic program.

California Region III Migrant Education Out-of-School Youth Newsletter

Contact Person

Jo Ann Juarez
Merced County
Office of Education
Migrant Education
Region III
17296 Road 26
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Madera, CA 93638

Telephone
(559) 661-5211

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(559) 674-3744

Email
jjuaraz@mcocoe.org

Population Served

All eligible youth
approximately 453

Program Goals

- To increase student's awareness of programs that are available to assist out-of-school youth, and
- To motivate students toward educational attainment by presenting student success stories

Program Description

The Out-Of-School Youth Newsletter is published bi-yearly. The newsletter, designed to be a motivational tool for current students and a recruitment tool for new enrollees, features student success stories and information relevant to out-of-school youth.

Evidence of Success

The Out-of-School newsletter has been distributed at Region III Out-of-School Informationals, in summer distribution bags, and at local One Stop Centers throughout the Region.

Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PHE: (202) 462-7070
WEB Site: www.imec-dmcc.org

Successful Programs Serving Out-Of-School Migrant Youth

Colorado Migrant Education Region II Migrant Education Program Youth Outreach Program

Program Goals

- To identify and recruit all migrant students in the Region II area
- To increase graduation rates, increase the number of youth that register and complete a post-secondary education, and increase the number of nontraditional youth that access alternative educational opportunities through the Migrant Education program Youth Outreach Project.

Program Description

Eligible migrant students and out-of-school youth are identified and recruited through a variety of efforts, including collaboration with school districts, local service agencies, and employers; participation in community outreach and school district events; distribution of flyers within the community; utilization of radio, television and newspaper spots; and work with existing migrant families. When recruited, needs assessments are conducted. The program then provides youth with educational resources and service referrals and assures that students and out-of-school youth receive and benefit from appropriate services as provided by their school districts. Workshops are conducted for students and parents to learn about available scholarships and post-secondary educational opportunities and about how to apply. Literacy advocates contact students and parents regarding their achievement level. ESL and GED instruction is provided for some parents of students.

Evidence of Success

Secondary migrant students improved their academic achievement. Ten (10) parents received their GED or improved their English skills as measured on BEST test. Twenty-five (25) students applied for scholarships and/or enrolled in educational programs.

Contact Person

Oralia Olivas

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80022

Phone

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Fax

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Email

oolivas@ocesol14.
k12.co.us

Population

Served

All eligible youth

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Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PHE: (202) 336-7078
WEB Site: www.migedance.org

Successful Programs Serving Out-Of-School Migrant Youth

Wakefield Community School/ Wakefield Family Resource Center

Contact Person

Mike Moody
PO Box 330
Wakefield, NE 68781

Phone

(402) 287-2012

Fax

(402) 287-2014

Email

mmood@esul.org

Population Served

Demonstration
Project
17 students served

Program Goals

- To meet the educational needs of out-of-school youth

Program Description

Wakefield Community School and Wakefield Family Resource Center have formed several partnerships to meet identified needs of the community. Programs include a migrant preschool, an Even Start program for family literacy, and GED and ESL programs for adult learners. Approximately 17 out-of-school youth are enrolled in GED and ESL classes.

Evidence of Success

Informal evidence of the success of the program is the increased interest and enrollment in the GED and ESL classes. From a small beginning, the program now offers both day and evening classes. A second indication of success is new partnerships formed with Northeast Community College and Wayne State College to provide students with continuing educational services.

For more information contact:
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PH: (202) 336-7078
WEB Site: www.nmgdmc.org

Successful Programs Serving Out-Of-School Migrant Youth

New York State Migrant Education Program Migrant Youth Program

Program Goals

- To increase oral language proficiency
- To provide support in obtaining health and dental services
- To refer out-of-school youth to the College Assistance Migrant Program (CAMP), the High School Equivalency Program (HEP), the Giving Rural Adults a Study Program (GRASP), and other GED programs

Program Description

Out-of-school youth are served in both the summer and the regular school year by Migrant Education Outreach Program (MEOP) sites located throughout the state. Needs assessments are conducted on all eligible out-of-school youth to determine each student's academic, medical, and dental needs. Services focus on English as a Second Language for oral language acquisition related to survival skills needed to function in the United States. Health and dental referrals are made through the MEOP network. Youth are recruited for HEP, CAMP, and three statewide Migrant Education projects: Women Options Work, Getting Ahead in the Twenty-First Century, and Summer Leadership Conference. A self-teaching English course with tapes and workbooks are provided to out-of-school youth.

Evidence of Success

Projects are reviewed annually and evidence of their success is reported to the State Education Department. Growth in English is ascertained through pre and post-testing. Attendance in statewide projects is maintained and project effectiveness is determined through participant evaluations. Health and dental referrals, including transportation, are documented in state program reviews.

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Population Served

All eligible youth
100% of population

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Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
PH: (202) 336-7078
WEB Site: www.imec.org

Successful Programs Serving Out-Of-School Migrant Youth

Eastern Suffolk BOCES Migrant Education Program

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Population Served

All eligible youth
800 youth

Program Goals

- To increase out-of-school youth's knowledge of English and ability to use English to communicate their needs at work and in the community.
- To help out-of-school youth gain confidence in the daily interactions at work, in the home and in the community.
- To help out-of-school youth achieve the academic competence required to enroll in a GED program.

Program Description

Weekly, one-hour, basic English lessons are conducted in the homes or at the worksites of out-of-school youth. Classes are taught on a one-to-one basis or in small group sessions that include two to four students. Content for lessons is derived from topics of interest and importance to students. Instructional aids including colorful visual materials, English/Spanish dictionaries, and a variety of English as a Second Language curricula are used to enhance lessons.

Evidence of Success

Students demonstrate interest and motivation in continued participation in the classes, obtain library cards, and demonstrate greater confidence in their daily interactions with employers, tutors, and the general public.

Mid-Hudson Migrant Education Program

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Population Served

All eligible youth

Program Goals

- To coordinate with education programs and community agencies to enroll students in General Educational Development (GED) Program, English as a Second Language (ESL) programs, job training programs, and field trips.
- To provide ESL and life skills classes to youth who are in the area for a limited time, primarily to work.
- To assist youth in obtaining services to meet their basic needs.

Program Description

Upon completion of a needs assessment by New York State Migrant Education recruiters, program staff develops goals, objectives and activities with youth. Through outreach efforts, youth are informed of services and resources available in the community. ESL and life skills classes are offered in a summer in-school evening program, and in-camp tutoring. Referrals are made to the HEP program, community ESL and GED classes, and to other agencies. Pregnant adolescents and adolescent parents are assisted with enrollment in regular school programs, special programs, and school sponsored tutoring. Youth are referred to agencies that help them obtain food, clothing, health services, transportation, interpretation, prenatal services, housing, and pesticide and safety training.

Interstate Migrant Education Council (IMEC)
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001

Successful Programs Serving Out-Of-School Migrant Youth

Hood River Valley School

Program Goal:

- To collaborate with school and community agencies to prevent adolescent migrant students from dropping out of school.
- To offer out-of-school youth academic assistance that will enable them to graduate from high school or obtain a GED.

Program Description

Through collaborative efforts between the school and the community, and with the involvement of migrant parents, the Hood River Valley School District offers a variety of in-school and after-school programs designed to enable migrant youth to stay in school or continue their education. Programs include an after-school program for out-of-school youth between the ages of 16 and 21 to help them earn credits to graduate from high school, or obtain a GED; English instruction classes; computer classes two evenings a week; support groups for potential dropouts; an inspiration circle for teen parents who are at risk of dropping out of school; bilingual, bicultural outreach services; outreach drug prevention program; an anger management intervention program; a credit recovery program with packets similar to the PASS program; an ELL learning center to help students with homework; an after school recreational program; a telephone line at the high school for parents, manned by Spanish speakers; a class for native speakers to teach the history of Mexico, as well as reading and writing in Spanish; a Latinas in school forum for eighth-graders who are moving up to the high school; a Lady Angels program that focuses on Latinas who are recent dropouts; and community adults from Hispanic backgrounds who work in the school and serve as motivators and role models to students.

Evidence of Success

Through collaborative efforts across programs, across communities, with the corporate world and with growers, the Hood River School District provides support to students who are potential dropouts, and expands services to out-of-school youth. The Hood River School District achieved one of the lowest dropout rates in the state.

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Population Served

All eligible youth

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Interstate Migrant Education Council (IMEC)
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Successful Programs Serving Out-Of-School Migrant Youth

e-Plaza

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Population Served

Demonstration
Project
600 students
10% served

Program Goals

- To provide computer centers in areas of high concentration of emancipated and out-of-school youth.

Program Description

Three e-Plazas have been opened in high population areas. The e-Plazas are fully equipped computer labs with high speed lines that offer training in computer literacy and basic literacy. The centers are open in evening hours for computer literacy and web-based instructional programming in basic skills or secondary and higher education. The computers are connected to the Mexican Government website that contains K through university curriculum of Mexico. Attendees can take classes, earn a diploma, or surf the website for educational, cultural, historical or entertainment value.

Evidence of Success

Enthusiasm of participants.

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Population Served

Demonstration
Project
6% of population
served

Program Goals

- To have all students enroll in formal English as a Second Language (ESL) classes

Program Description

During home visits, the Migrant Education Program refers students to formal ESL classes as one of their priorities.

Evidence of Success

Six percent (6%) of students enrolled in formal ESL classes.

Interstate Migrant Education Council (IMEC)
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WEB Site: www.migedimc.org

Successful Programs Serving Out-Of-School Migrant Youth

CareerLink

Program Goals

- To help students find a job or apply for a better one.

Program Description

As a result of home visits, some students ask for assistance in finding jobs. When requested, the Migrant Education Program assists students through referrals to agencies that can help them apply their skills or explore their potential.

Evidence of Success

Three percent (3%) of students found employment as a result of referrals to agencies.

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Population Served

Demonstration
Project
3% of population
served

CHS/HEP, SACA, McCaskey, CareerLink, or Lancaster School District

Program Goals

- To have 100% of all youth, both dropout and emancipated youth, graduate from high school or obtain a GED so that they may pursue college.

Program Description

During home visits, the need to graduate from high school or obtain a GED in order to continue in post-secondary studies and/or obtain employment is emphasized. Students who commit to continuing high school or GED studies are enrolled in one of the above organizations based on the student's qualifications. Occasionally visits are made to colleges and trade schools.

Evidence of Success

Forty-five percent (45%) of students returned to GED studies, 8% of those graduated, and 8% were admitted to colleges or nursing pro-

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Population Served

Demonstration
Project
45% of population
served

U.S. Migrant Education Council (IMEC)
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Washington, DC 20001
PH: (202) 336-7078
WEB Site: www.imec.org

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Successful Programs Serving Out-Of-School Migrant Youth

Pennsylvania Migrant Education Program at Millersville University Life Skills

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**Population
Served**

All eligible youth
113 served

Program Goals

- To help youth improve their English skills and to give them "life skill" tools they can apply in their day-to-day life.

Program Description

During home visits the book *Lograro* or *Go for the Goal* is given to students. This book is a brief, yet great tool about life situations that occur on a daily basis. Example lesson areas include English vocabulary for groceries, work, emergencies, doctor visits, clothing, body parts, and feelings. Example life skill lessons include how to complete a job application, how to understand a paycheck, how to use a checking account, and how to manage a family budget.

Evidence of Success

Program success is indicated through students' related questions, their demonstrated desire to learn about the subject, and their application of English and life skills lessons to real events. As a result of participation in the program, some students enroll in formal English as a Second Language classes.

Pennsylvania Migrant Education Program at Millersville University Home-Based GED

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**Population
Served**

All eligible youth
11% of population
served

Program Goals

- To help a group of students study for GED at home

Program Description

For emancipated youth and dropouts who have children or other personal issues that make enrollment in formal GED classes difficult, the Migrant Education Program provides material and instruction to them in their home.

Evidence of Success

Twelve percent (12%) of the Migrant Education Program students are taught GED at home.

Department of Education
One Massachusetts Avenue, N.W., Suite 700
Washington, DC 20001
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WEB Site: www.migedonline.org

Successful Programs Serving Out-Of-School Migrant Youth

Pennsylvania Migrant Education Program at Millersville University English as a Second Language

Program Goals

- To introduce English as a Second Language (ESL) into students' homes.

Program Description

During home visits the book *Lograro* or *Go for the Goal* is given to students. The book targets ESL through basic English skills and life skills. Example lesson areas include English vocabulary for groceries, work, emergencies, doctor visits, clothing, body parts, and feelings. Example life skill lessons include how to complete a job application, how to understand a paycheck, how to use a checking account, and how to manage a family budget. Visuals are provided for students' convenience.

Evidence of Success

Conversational English is used throughout the lesson and students' cognitive skills are exercised through related discussion and questions and answer format.

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Population Served

All eligible youth
113 served

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Appendix C

Membership, Interstate Migrant Education Council

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Appendix C

Membership, Interstate Migrant Education Council

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Dr. Nancy Croce
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The Honorable William Martin
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Ms. Sandy Garrett
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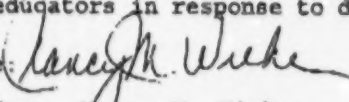
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